

Horizon Community Learning Center

ARIZONA SCHOOL REPORT CARD 2003-04

16233 S. 48th Street, Phoenix, AZ 85048

Horizon Community Learning Center, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

High School
Achievement Profile *

Performing*

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Lawrence E. Pieratt
Schedule : 7:45 AM to 3:45 PM
Grades : K-12
2003 Enrollment : 1480
Web Address : www.horizonclc.org
Phone Number : (480) 659-3000
Fax Number : (480) 659-3022
E-mail : brenda.pieratt@horizonclc.org

Mission

Horizon Community Learning Center is committed to providing a safe learning environment rich in technology where students achieve academic and social excellence while solving real-life problems in a cooperative manner.

School / Academic Goals

- ü Horizon is a place where students strive to reach their personal best academically, gaining new knowledge and skills while applying them in a real-life setting. Horizon is a place where students gain confidence in both themselves and others.
- ü Horizon is a place where students are challenged to reach beyond their perceived limitations. Horizon is a place where students honor and apply the values of the school.

Instructional Programs

- ü Full-Day Kindergarten
- ü Honors Program Grades K-12
- ü High School/College Courses Credit
- ü Advanced Placement Classes Grades 7-12

Enrollment

October 1, 2002 School Year Student Enrollment : 1461
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 1480

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 7 hours 0 minutes
First Day of School : 7/28/2003
Last Day of School : 6/11/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 3 Student(s)

Council Duties

- ü Safe Learning Environment
- ü School Improvement Plan/NCA
- ü School Dress Code
- ü Conduct School Forums
- ü School/Parent Communications
- ü Advise School Board on School Operations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	72.00
Other Professional Staff	8.00	Teacher Aide	15.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	8	0	0
4 to 6 years	19	8	0	0
7 to 9 years	3	2	0	0
10 or more years	5	10	1	0

Shared Responsibilities

School

Horizon outlines its commitment to the students and parents in our Learning Community Commitment. It reflects our commitment to providing a safe, challenging learning environment where students achieve academic and social excellence.

Parents

Parent responsibilities are defined with the Learning Community Commitment. They include transportation, active participation in ILP conferences, volunteering, forums and a willingness to go to the source with concerns.

Resources Available at School Site

Special Facilities

- ü State-of-the-Art Technology Center
- ü Research Library/Media Center

Extracurricular Activities

- ü AIA 2A HS Athletics/CAA MS Athletics
- ü Hands Across the Border (Spanish)
- ü Honors Society/Student Council
- ü Math Counts/Odyssey of the Mind

Social Services

- ü Before/After School Programs/Summer Camp
- ü Adult Education
- ü ASU East Intern Program
- ü SMCC Extended Campus

Transportation Policy

Parents are responsible for the daily transportation to and from the school. Field trips and athletic trips are provided by the school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Ninety-six percent (96%) of the students in grades K-6 achieved 80% or higher on their academic report cards. Eighty-nine percent (89%) of the students in grades 7-12 achieved a 2.8 GPA or higher on their academic report cards.
- ü Seventy-four percent (74%) of our 2003 graduates went on to college/university. Fifty-eight percent (58%) of our 2003 graduates received scholarships. Ninety-four percent (94%) of our 2003 students in grades K-11 returned this school year.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Intermediate Advanced Band Superior Rating	2003
ü State 2A Coed Cheer Champions	2003
ü Math Counts 7th in Regionals	2003
ü MS Baseball/MS Softball CAA Champions	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	13	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	3			8
Status Unknown ⁹	2			6
Graduation Rate ¹⁰	91			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	81	69
Grades 3-4	77	84
Grades 4-5	79	67
Grades 5-6	86	81
Grades 6-7	68	67
Grades 7-8	75	80

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	133	75372	99	99	101	536	536	523	2	2	9	27	27	25	32	32	36	39	39	30
All Students (Prior Year)	107	107	70809	NA	NA	NA	544	544	518	2	2	11	15	15	27	39	39	35	44	44	27
Female	56	56	36901	95	95	101	542	542	524	0	0	8	22	22	25	38	38	36	40	40	31
Male	77	77	38385	101	101	101	531	531	523	3	3	9	31	31	24	28	28	36	39	39	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	12	12	29103	100	100	99	528	528	510	0	0	12	50	50	31	17	17	36	33	33	20
Asian/Pacific Islander	11	11	1574	122	122	96	588	588	549	0	0	3	0	0	14	18	18	34	82	82	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	102	102	34597	96	96	98	531	531	535	2	2	4	27	27	20	35	35	38	35	35	38
Students with Disabilities	14	14	8057	100	100	99	513	513	496	0	0	23	45	45	31	27	27	28	27	27	17
Students without Disabilities	119	119	67315	98	98	101	538	538	525	2	2	8	25	25	24	33	33	37	40	40	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325				--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	133	133	49047				536	536	530	2	2	6	27	27	21	32	32	37	39	39	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	134	75221	99	99	101	532	532	523	3	3	8	9	9	16	59	59	56	29	29	21
All Students (Prior Year)	105	105	70860	NA	NA	NA	543	543	524	1	1	9	6	6	17	45	45	45	47	47	30
Female	56	56	36833	95	95	100	535	535	526	0	0	6	5	5	15	55	55	56	40	40	23
Male	78	78	38319	103	103	101	529	529	520	5	5	9	12	12	17	62	62	56	21	21	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	13	13	29019	108	108	99	521	521	513	8	8	12	31	31	21	23	23	55	38	38	13
Asian/Pacific Islander	11	11	1572	122	122	95	543	543	536	0	0	2	0	0	9	64	64	57	36	36	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	102	102	34543	96	96	97	532	532	531	3	3	4	8	8	12	62	62	58	27	27	26
Students with Disabilities	14	14	8006	100	100	99	518	518	505	9	9	22	18	18	23	55	55	42	18	18	13
Students without Disabilities	120	120	67215	99	99	101	533	533	524	3	3	7	8	8	16	59	59	56	30	30	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256				--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	134	134	48965				532	532	528	3	3	5	9	9	13	59	59	58	29	29	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	133	73654	99	99	99	536	536	530	5	5	9	16	16	13	74	74	70	6	6	7
All Students (Prior Year)	105	105	68592	NA	NA	NA	572	572	542	2	2	9	3	3	12	66	66	63	29	29	16
Female	57	57	36239	97	97	99	545	545	537	2	2	7	11	11	11	76	76	72	11	11	10
Male	76	76	37301	100	100	98	529	529	523	7	7	12	19	19	15	72	72	68	3	3	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	12	12	28348	100	100	96	515	515	520	17	17	13	25	25	17	58	58	65	0	0	5
Asian/Pacific Islander	11	11	1558	122	122	95	555	555	547	0	0	3	0	0	8	82	82	76	18	18	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	101	101	33924	95	95	96	536	536	537	3	3	5	16	16	10	76	76	75	5	5	9
Students with Disabilities	14	14	7306	100	100	90	523	523	506	9	9	24	9	9	20	82	82	52	0	0	4
Students without Disabilities	119	119	66348	98	98	100	537	537	531	4	4	8	16	16	13	73	73	71	7	7	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711				--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	133	133	47943				536	536	535	5	5	7	16	16	11	74	74	74	6	6	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	125	76230	95	95	101	518	518	498	4	4	12	32	32	38	13	13	12	51	51	37
All Students (Prior Year)	113	113	72888	NA	NA	NA	504	504	494	10	10	14	29	29	40	20	20	12	42	42	34
Female	49	49	37247	91	91	100	529	529	500	2	2	11	23	23	40	13	13	13	62	62	37
Male	76	76	38725	99	99	101	510	510	497	6	6	14	38	38	37	13	13	12	44	44	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	102	102	35389	96	96	96	518	518	514	5	5	6	28	28	32	14	14	14	53	53	48
Students with Disabilities	11	11	9022	100	100	105	523	523	465	0	0	31	25	25	43	0	0	8	75	75	17
Students without Disabilities	114	114	67208	95	95	100	518	518	500	4	4	12	32	32	38	13	13	12	50	50	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	125	125	51193				518	518	507	4	4	9	32	32	35	13	13	13	51	51	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	126	76202	96	96	101	517	517	505	4	4	19	20	20	24	55	55	46	20	20	11
All Students (Prior Year)	113	113	72779	NA	NA	NA	516	516	505	13	13	21	13	13	20	48	48	43	26	26	15
Female	50	50	37231	93	93	100	529	529	507	4	4	16	19	19	24	48	48	48	29	29	13
Male	76	76	38718	99	99	101	510	510	503	4	4	22	21	21	24	61	61	44	14	14	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	102	102	35371	96	96	96	518	518	512	5	5	10	18	18	20	57	57	54	20	20	16
Students with Disabilities	11	11	9097	100	100	106	519	519	493	0	0	39	0	0	27	75	75	29	25	25	5
Students without Disabilities	115	115	67105	96	96	100	517	517	506	4	4	18	21	21	24	55	55	47	20	20	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	126	126	51241				517	517	509	4	4	14	20	20	22	55	55	51	20	20	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	125	74692	95	95	99	528	528	502	6	6	18	17	17	27	65	65	47	12	12	8
All Students (Prior Year)	110	110	70710	NA	NA	NA	534	534	512	6	6	17	17	17	26	54	54	42	22	22	16
Female	49	49	36710	91	91	99	540	540	509	6	6	14	9	9	26	72	72	50	13	13	10
Male	76	76	37742	99	99	98	520	520	495	6	6	22	23	23	28	61	61	44	11	11	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	102	102	34785	96	96	94	526	526	517	6	6	10	17	17	23	66	66	56	11	11	11
Students with Disabilities	11	11	8428	100	100	98	487	487	472	25	25	38	25	25	30	50	50	29	0	0	3
Students without Disabilities	114	114	66264	95	95	99	530	530	503	5	5	17	17	17	27	66	66	48	12	12	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	125	125	50185				528	528	511	6	6	13	17	17	24	65	65	53	12	12	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	112	71167	96	96	99	481	481	463	26	26	38	43	43	41	19	19	14	12	12	7
All Students (Prior Year)	99	106	66213	NA	NA	NA	467	462	459	33	37	39	47	44	40	8	7	14	12	11	7
Female	56	56	34825	93	93	99	475	475	462	33	33	38	42	42	42	16	16	14	9	9	6
Male	56	56	36047	98	98	99	487	487	464	19	19	38	44	44	39	21	21	15	15	15	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	12	12	23643	86	86	97	462	462	445	55	55	53	27	27	37	9	9	8	9	9	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	91	91	35245	94	94	95	482	482	476	22	22	26	48	48	45	18	18	19	13	13	10
Students with Disabilities	12	12	8095	100	100	104	448	448	426	57	57	69	43	43	25	0	0	5	0	0	1
Students without Disabilities	100	100	63072	95	95	99	483	483	464	24	24	37	43	43	41	20	20	15	13	13	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	112	112	54110				481	481	468	26	26	33	43	43	43	19	19	16	12	12	8

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	112	71100	96	96	99	522	522	502	10	10	25	16	16	21	49	49	40	25	25	15
All Students (Prior Year)	98	105	66144	NA	NA	NA	516	511	504	18	22	24	18	17	20	38	36	40	27	25	16
Female	56	56	34801	93	93	99	522	522	505	7	7	21	17	17	22	56	56	42	20	20	15
Male	56	56	36010	98	98	99	522	522	499	14	14	28	16	16	20	41	41	38	29	29	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	12	12	23630	86	86	96	510	510	485	20	20	37	10	10	25	60	60	32	10	10	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	91	91	35198	94	94	95	523	523	515	9	9	15	17	17	18	47	47	47	26	26	21
Students with Disabilities	12	12	8121	100	100	105	498	498	470	0	0	55	60	60	20	40	40	21	0	0	4
Students without Disabilities	100	100	62979	95	95	99	523	523	503	11	11	23	14	14	21	49	49	41	26	26	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	112	112	54060				522	522	507	10	10	20	16	16	20	49	49	43	25	25	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	111	69001	95	95	96	501	501	490	12	12	17	30	30	37	57	57	45	1	1	1
All Students (Prior Year)	94	99	63579	NA	NA	NA	496	494	493	8	11	15	41	39	42	51	50	41	0	0	2
Female	56	56	34086	93	93	97	506	506	496	8	8	13	30	30	36	60	60	51	2	2	1
Male	55	55	34644	96	96	95	495	495	484	17	17	22	29	29	39	54	54	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	11	11	22656	79	79	92	510	510	476	22	22	27	0	0	43	67	67	30	11	11	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	91	91	34501	94	94	93	499	499	500	12	12	10	32	32	34	56	56	55	0	0	1
Students with Disabilities	12	12	7386	100	100	95	472	472	459	0	0	46	100	100	37	0	0	17	0	0	0
Students without Disabilities	99	99	61615	94	94	97	501	501	491	12	12	16	28	28	37	59	59	45	1	1	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	111	111	52618				501	501	494	12	12	14	30	30	36	57	57	49	1	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	53	57534	88	88	91	502	502	491	29	29	46	16	16	16	35	35	23	20	20	15
All Students (Prior Year)	65	65	51010	NA	NA	NA	487	487	483	39	39	45	26	26	20	25	25	23	11	11	11
Female	19	19	28155	83	83	90	504	504	491	28	28	47	22	22	16	22	22	24	28	28	14
Male	34	34	28932	92	92	89	501	501	491	29	29	46	13	13	15	42	42	23	16	16	16
African American	--	--	2558	--	--	86	--	--	475	--	--	64	--	--	15	--	--	16	--	--	6
Hispanic	NC	NC	17547	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	15	NC	NC	6
Asian/Pacific Islander	NC	NC	1395	NC	NC	96	NC	NC	519	NC	NC	22	NC	NC	16	NC	NC	28	NC	NC	35
American Indian/Alaskan Native	--	--	3794	--	--	91	--	--	468	--	--	72	--	--	13	--	--	12	--	--	3
White	48	48	29790	87	87	86	503	503	501	27	27	34	18	18	17	36	36	29	20	20	20
Students with Disabilities	NC	NC	5562	NC	NC	93	NC	NC	461	NC	NC	79	NC	NC	10	NC	NC	8	NC	NC	3
Students without Disabilities	49	49	51972	89	89	90	502	502	492	29	29	45	16	16	16	35	35	24	20	20	15
Limited English Proficient Students	--	--	5467	--	--	111	--	--	458	--	--	87	--	--	7	--	--	5	--	--	1
Migrant Students	--	--	702	--	--		--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446	--	--		--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	53	53	47088				502	502	495	29	29	42	16	16	16	35	35	26	20	20	17

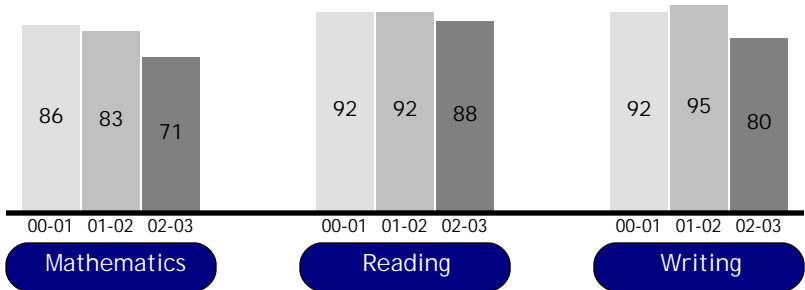
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	57	56700	95	95	89	536	536	512	8	8	15	15	15	23	64	64	52	13	13	10
All Students (Prior Year)	66	66	50525	NA	NA	NA	509	509	517	14	14	12	16	16	22	48	48	51	22	22	15
Female	22	22	27862	96	96	89	550	550	517	5	5	12	10	10	22	67	67	54	19	19	12
Male	35	35	28398	95	95	88	526	526	507	9	9	19	19	19	24	63	63	49	9	9	9
African American	--	--	2529	--	--	85	--	--	495	--	--	24	--	--	31	--	--	41	--	--	4
Hispanic	NC	NC	17305	NC	NC	85	NC	NC	494	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Asian/Pacific Islander	NC	NC	1382	NC	NC	95	NC	NC	530	NC	NC	6	NC	NC	17	NC	NC	59	NC	NC	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	51	51	29209	93	93	84	541	541	525	6	6	9	10	10	17	69	69	59	15	15	15
Students with Disabilities	NC	NC	5215	NC	NC	87	NC	NC	478	NC	NC	43	NC	NC	29	NC	NC	25	NC	NC	2
Students without Disabilities	53	53	51485	96	96	89	536	536	513	8	8	15	15	15	23	64	64	52	13	13	11
Limited English Proficient Students	--	--	5378	--	--	109	--	--	471	--	--	48	--	--	36	--	--	15	--	--	0
Migrant Students	--	--	689	--	--		--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358	--	--		--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	57	57	46342				536	536	516	8	8	13	15	15	21	64	64	54	13	13	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	55090	87	87	87	497	497	479	8	8	16	6	6	13	86	86	70	0	0	0
All Students (Prior Year)	66	66	50572	NA	NA	NA	490	490	481	8	8	14	22	22	23	68	68	63	2	2	1
Female	19	19	27752	83	83	89	503	503	483	11	11	13	11	11	12	78	78	75	0	0	0
Male	33	33	26842	89	89	83	494	494	474	6	6	20	3	3	15	91	91	65	0	0	0
African American	--	--	2336	--	--	78	--	--	464	--	--	25	--	--	14	--	--	62	--	--	0
Hispanic	NC	NC	16391	NC	NC	81	NC	NC	458	NC	NC	28	NC	NC	16	NC	NC	56	NC	NC	0
Asian/Pacific Islander	NC	NC	1356	NC	NC	93	NC	NC	499	NC	NC	7	NC	NC	9	NC	NC	83	NC	NC	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	47	47	29053	85	85	84	501	501	492	7	7	8	4	4	12	89	89	79	0	0	0
Students with Disabilities	NC	NC	4141	NC	NC	69	NC	NC	436	NC	NC	47	NC	NC	18	NC	NC	35	NC	NC	0
Students without Disabilities	50	50	50949	91	91	89	497	497	479	8	8	16	6	6	13	86	86	71	0	0	0
Limited English Proficient Students	--	--	4711	--	--	96	--	--	422	--	--	61	--	--	13	--	--	26	--	--	0
Migrant Students	--	--	666	--	--		--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168	--	--		--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	52	52	44922				497	497	484	8	8	13	6	6	13	86	86	73	0	0	0

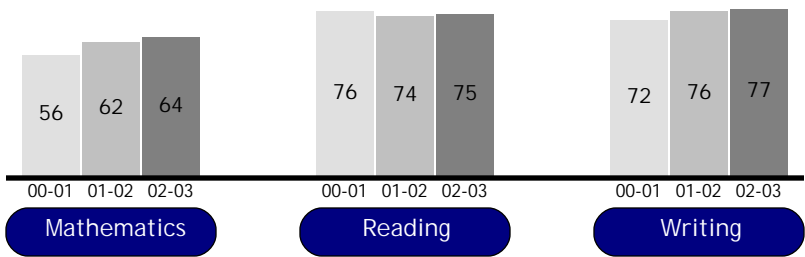
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

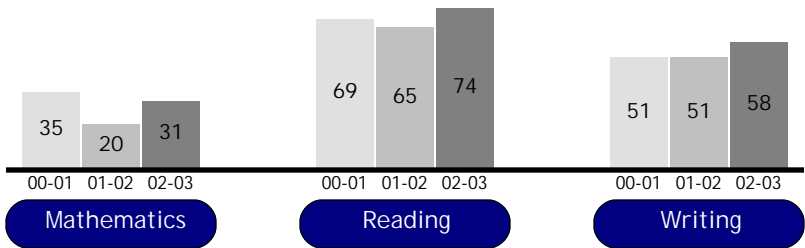
3rd Grade Proficiency



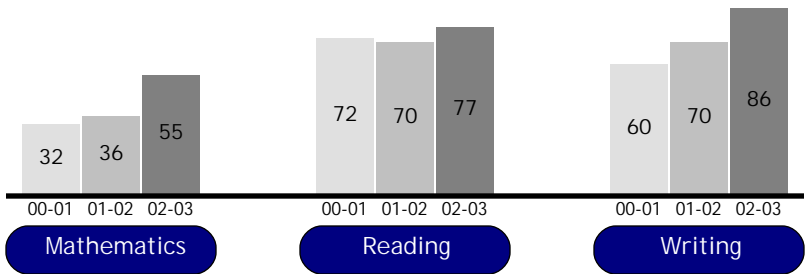
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	67	64	53	98	65	65	44	96	70	70	50
	Language	97	65	62	45	98	64	64	39	97	65	65	43
	Mathematics	97	74	65	56	98	74	74	52	98	76	76	57
3	Reading	90	81	80	50	93	73	73	43	99	72	72	47
	Language	90	81	80	55	93	74	74	50	98	73	73	54
	Mathematics	90	84	78	53	93	74	74	50	99	74	74	54
4	Reading	95	72	73	55	95	75	75	47	98	74	74	52
	Language	95	66	66	50	95	71	71	45	95	66	66	48
	Mathematics	96	74	74	56	95	76	76	52	97	72	72	57
5	Reading	89	71	68	51	96	72	72	46	97	76	76	50
	Language	89	65	62	46	94	65	65	43	98	67	67	46
	Mathematics	89	76	72	56	94	79	79	54	98	75	75	57
6	Reading	99	71	70	54	95	73	71	49	96	75	75	53
	Language	100	61	59	46	95	66	64	42	99	63	63	45
	Mathematics	99	75	73	61	96	79	77	58	96	80	80	62
7	Reading	97	61	63	53	91	66	64	48	99	66	66	51
	Language	92	69	70	55	91	70	68	51	99	74	74	54
	Mathematics	98	65	65	57	95	66	64	54	98	70	70	58
8	Reading	93	66	66	55	94	58	55	49	97	65	65	53
	Language	91	63	63	50	94	61	58	46	100	67	67	49
	Mathematics	90	75	75	57	93	65	62	54	100	65	65	58
9	Reading	92	63	63	43	89	47	46	37	99	50	50	41
	Language	98	54	54	41	89	53	52	38	100	47	47	42
	Mathematics	97	70	70	59	89	65	63	56	100	62	62	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Horizon Community Learning Center is a secure and closed campus requiring anyone entering the campus to enter through the school office. All staff and students are trained in emergency procedures in accordance with our School Security/Emergency Plan.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Larry Pieratt	(480) 659-3000
Transportation Policy	Larry Pieratt	(480) 659-3000
Community Resources	Melissa Hartley	(480) 659-3000
School Nutrition Programs	Dan Bigler	(480) 659-3000
Parent Organization	Stephanie Brill	(480) 659-3000
Student Health/Nurse	Kay Price	(480) 659-3000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards